

WACCAMAW ELEMENTARY

1364 Waverly Road
Pawleys Island, South Carolina 29585

GRADES PK-5 Elementary School

ENROLLMENT 761 Students

PRINCIPAL Jon R. Tester 843-237-9899

SUPERINTENDENT Dr. Charles Gadsden 843-436-7000

BOARD CHAIR Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
27	34	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

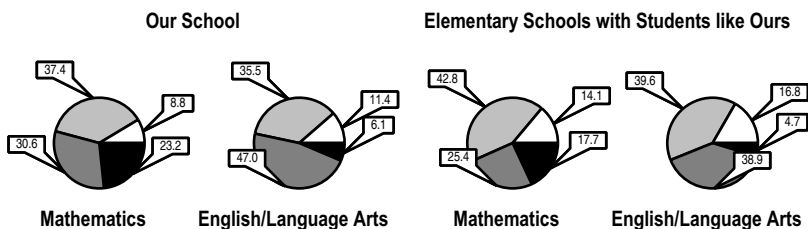
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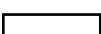
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	51	127	76
Percent satisfied with learning environment	98.0%	88.1%	81.1%
Percent satisfied with social and physical environment	100.0%	90.5%	68.0%
Percent satisfied with home-school relations	100.0%	92.1%	83.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	430	99.5	11.4	35.5	47.0	6.1	53.0	17.6
Gender								
Male	216	99.1	12.3	40.5	45.6	1.5	47.2	17.6
Female	214	100.0	10.6	30.7	48.2	10.6	58.8	17.6
Racial/Ethnic Group								
White	314	99.4	4.2	32.3	55.6	8.0	63.5	17.6
African-American	111	100.0	29.6	46.9	23.5	N/A	23.5	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	343	99.7	9.1	33.0	51.2	6.6	57.9	17.6
Disabled	87	98.9	36.4	63.6	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	430	99.5	11.4	35.5	47.0	6.1	53.0	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	429	99.5	10.7	35.8	47.3	6.1	53.5	17.6
Socio-Economic Status								
Subsidized meals	130	99.2	26.7	44.0	28.4	0.9	29.3	17.6
Full-pay meals	299	99.7	4.7	31.4	55.5	8.4	63.9	17.6

Mathematics								
All students	430	99.8	8.8	37.4	30.6	23.2	53.8	15.5
Gender								
Male	216	99.5	9.1	35.0	29.9	25.9	55.8	15.5
Female	214	100.0	8.5	39.7	31.2	20.6	51.8	15.5
Racial/Ethnic Group								
White	314	100.0	1.7	33.1	34.8	30.3	65.2	15.5
African-American	111	99.1	25.5	53.1	18.4	3.1	21.4	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	343	99.7	5.5	36.2	32.9	25.4	58.3	15.5
Disabled	87	100.0	44.1	50.0	5.9	N/A	5.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	430	99.8	8.8	37.4	30.6	23.2	53.8	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	429	99.8	8.1	37.7	30.8	23.4	54.2	15.5
Socio-Economic Status								
Subsidized meals	130	99.2	17.9	52.1	22.2	7.7	29.9	15.5
Full-pay meals	299	100.0	4.7	30.5	34.5	30.2	64.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	130	N/A	13.5	31.7	47.6	7.1	54.8
	Grade 4	121	N/A	7.7	35.0	52.1	5.1	57.3
	Grade 5	142	N/A	8.2	50.7	39.6	1.5	41.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	135	100.0	8.0	27.2	56.0	8.8	64.8
	Grade 4	152	100.0	12.7	35.9	44.4	7.0	51.4
	Grade 5	143	98.6	13.4	43.3	40.9	2.4	43.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	130	N/A	12.6	37.8	27.6	22.0	49.6
	Grade 4	121	N/A	7.7	28.2	24.8	39.3	64.1
	Grade 5	142	N/A	11.9	45.2	25.9	17.0	43.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	135	100.0	10.4	42.4	32.8	14.4	47.2
	Grade 4	152	100.0	8.5	33.8	25.4	32.4	57.7
	Grade 5	143	99.3	7.8	36.4	34.1	21.7	55.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 761)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.1%	Down from 3.1%	1.9%	2.4%
Attendance rate	97.8%	Up from 95.5%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	0.2%	Down from 27.7%	24.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	0.4%	Down from 8.9%	7.0%	8.0%
Older than usual for grade	2.4%	Down from 2.9%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	60.7%	Up from 60.0%	53.6%	50.0%
Continuing contract teachers	96.4%	Up from 93.3%	87.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.0%	Up from 92.4%	88.8%	86.2%
Teacher attendance rate	96.1%	Up from 94.6%	95.7%	95.3%
Average teacher salary	\$42,701	Up 5.4%	\$41,476	\$39,909
Prof. development days/teacher	10.1 days	Down from 14.0 days	10.2 days	11.4 days

School				
Principal's years at school	5.5	Up from 5.0	5.0	4.0
Student-teacher ratio	18.2 to 1	Up from 15.7 to 1	20.2 to 1	18.9 to 1
Prime instructional time	93.0%	Up from 89.2%	90.9%	89.7%
Dollars spent per pupil*	\$9,302	Up 67.0%	\$5,419	\$5,892
Percent spent on teacher salaries*	67.9%	No change	68.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As the principal of Waccamaw Elementary School, I am very proud of the progress that our school has made over the past school year. Our teachers and staff have worked diligently in an attempt to reach our goals.

We have ensured that all our students have been exposed to all the South Carolina Learner Standards and have provided exposure to a variety of assessments to document mastery. The school district has enabled us to offer "extended day", at which time our teachers have tutored students in all academic areas. Focus groups designed for small group and individual instruction were established to address the needs of students who scored below basic on the PACT test. Various forms of student recognition motivated students to achieve.

Our stakeholders continued to play an important role by way of business partnerships, a strong volunteer program, and a PTA, which was focused on the needs of the students, teachers, and the school. The importance of parental involvement, and the desire of our parents to participate in the educational process, was further evidenced by the high attendance rate at all school functions.

I am extremely proud of the efforts of the entire Waccamaw family.

Jon R. Tester, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.